St Peter's Roman Catholic Primary School

RELIGIOUS EDUCATION

POLICY 2026–2027

Religious Education Directory (RED)

To Know You More Clearly

School	St Peter's Roman Catholic Primary School, Newchurch
Core curriculum resource	Source to Summit: Lighting the Path (Oxford University Press)
Effective from	September 2026
Review	Annual review, or earlier following diocesan/national guidance

1. Mission and context

St Peter's RC Primary School is a Catholic learning and worshipping community. Our life as a school is underpinned by the Christian values of love, respect, hope, truth, forgiveness, friendship, trust, thankfulness, justice and joy. Religious Education is central to our mission and to the formation of every child.

Our school motto, "Unlocking potential with the keys of love, respect and friendship", shapes the way Religious Education is taught and lived: pupils are invited to know God more deeply, encounter Christ in Scripture and the life of the Church, think carefully about faith, and put learning into action through love of God and neighbour.

2. Rationale

Religious Education is the core of the core curriculum in a Catholic school. It is an academic subject with its own body of knowledge, disciplinary ways of thinking and expected outcomes, while also contributing to pupils' spiritual and moral formation.

- RE is planned, taught, assessed and monitored with the same seriousness and rigour as other core curriculum subjects.
- The curriculum is faithful to the teaching of the Catholic Church and accessible to pupils of all faiths and none.
- Pupils develop religious literacy, biblical literacy, theological understanding, critical thinking and the ability to reflect on the meaning and implications of what they learn.
- RE supports pupils to understand Catholic belief and practice while developing respectful knowledge of other religions and worldviews.

3. Aims of Religious Education

- To develop secure, age-appropriate knowledge and understanding of Catholic faith, Scripture, Tradition, worship and moral teaching.
- To enable pupils to encounter the person of Jesus Christ and understand the place of Christ within the story of salvation.
- To develop pupils' ability to understand, discern and respond to religious texts, beliefs, practices and ways of life.
- To help pupils make connections between Scripture, Catholic belief, liturgy, sacraments, prayer, Catholic Social Teaching and daily life.
- To develop respectful knowledge and understanding of other religions and worldviews and promote dialogue for the common good.
- To nurture curiosity, reflection and well-reasoned responses to questions of faith, meaning, truth, beauty and human dignity.
- To ensure that every pupil, including pupils with SEND, can participate meaningfully and make progress in RE.

4. Curriculum time

In line with the expectations of the Catholic Bishops' Conference, a minimum of 10% of curriculum teaching time is allocated to Religious Education. This is separate from Prayer and Liturgy / Collective Worship.

5. The Religious Education Directory (RED)

From September 2026, St Peter's implements the Religious Education Directory, To Know You More Clearly, across the school. The RED replaces the previous 2012 Religious Education Curriculum Directory and provides the national framework for curriculum RE in Catholic schools in England and Wales.

The RED is structured so that pupils revisit and deepen key concepts as they move through school. It is rooted in Scripture and the Church's living Tradition and is designed to build knowledge cumulatively rather than treating topics as isolated units.

6. Our core scheme: Source to Summit – Lighting the Path

St Peter's has adopted Source to Summit: Lighting the Path, published by Oxford University Press, as its core scheme/resource for delivering the RED from September 2026 onwards. Lighting the Path closely follows the RED model curriculum and supports teachers with a coherent, progressive and Scripture-centred journey from Reception to Year 6.

The programme uses story and Scripture as a central pedagogical thread. Pupils encounter biblical texts in increasing depth and develop biblical literacy by considering the kind of text they are reading, the writer's purpose, the context of the text and how the Catholic Church receives and understands it.

Lighting the Path supports progression through structured learning, teacher subject knowledge, activities, assessment opportunities and connections between Scripture, belief, celebration, lived faith and Catholic Social Teaching. It does not assume that every pupil comes from a practising Catholic family: it enables Catholic pupils to deepen their faith while giving pupils of other faiths or none an academically rigorous encounter with Catholic Christianity.

Oxford University Press has published the programme in phases. Where a Key Stage 2 Lighting the Path branch is awaiting publication during 2026/27, St Peter's will use the corresponding Diocese of Salford RED resources so that the RED is taught in full and the intended curriculum sequence is maintained. Lighting the Path remains the school's adopted core scheme as publication is completed.

7. Lighting the Path / RED curriculum overview

The school year is organised through six curriculum branches. These follow the broad rhythm of the Church's year and enable pupils to make connections between classroom RE, Scripture, liturgy and the wider Catholic life and mission of the school.

Half-term	Branch	Core focus
Autumn 1	**Creation and Covenant**	Pupils encounter God as Creator and explore the goodness of creation, humanity's relationship with God, the call of God and the developing story of covenant through key figures in the Old Testament.
Autumn 2	**Prophecy and Promise**	Pupils explore the prophets, God's promises and the hope of a Messiah. Learning connects particularly with Advent and the fulfilment of God's promise in Jesus Christ.
Spring 1	**Galilee to Jerusalem**	Pupils encounter the ministry and teaching of Jesus through the Gospels, including his words, actions, parables and relationships, and consider how these shape Christian belief and life.

Half-term	Branch	Core focus
Spring 2	**Desert to Garden**	Pupils study Lent and Holy Week, Jesus' passion and death, and the Resurrection. They explore themes including conversion, forgiveness, sacrifice, hope and new life.
Summer 1	**To the Ends of the Earth**	Pupils study events following the Resurrection and Ascension, the coming of the Holy Spirit, the apostles and the early Church, making links with the Church, sacraments and mission today.
Summer 2	**Dialogue and Encounter**	Pupils explore Christianity as a global faith and encounter other religions and worldviews. They learn to listen, understand difference, engage in respectful dialogue and work with others for the common good.

8. Knowledge lenses

The RED identifies six knowledge lenses. These help pupils know what they are studying and ensure that knowledge is broad, connected and progressively deepened.

Hear	Sacred Scripture and the ways in which God's word is heard, interpreted and received.
Believe	Catholic beliefs, doctrine and the Church's understanding of God, Christ, salvation and the human person.
Celebrate	Prayer, liturgy, sacraments and the ways the Church celebrates faith.
Live	Christian living, moral teaching, vocation, Catholic Social Teaching and faith expressed in action.
Dialogue	How Catholics engage respectfully and constructively with other Christians, religions and worldviews.
Encounter	Opportunities to study and understand other religions and worldviews in a knowledgeable and respectful way.

9. Ways of Knowing

Alongside substantive knowledge, pupils develop three Ways of Knowing. These are used in planning, questioning, pupil tasks and assessment:

Understand: pupils make sense of sacred texts, beliefs, rites and the lives of individuals and communities shaped by them.

Discern: pupils think critically and wisely about meaning, significance and different interpretations, giving reasons for their conclusions.

Respond: pupils reflect personally and with integrity on what they have learned and consider its implications for their own lives and the world.

10. Teaching and learning

Teachers use Lighting the Path as the core curriculum resource while exercising professional judgement to ensure learning is responsive to pupils' needs. Teaching should be knowledge-rich, prayerful where appropriate, intellectually ambitious and rooted in high-quality discussion and encounter with Scripture.

- Begin from clearly identified RED outcomes and prior learning.
- Teach vocabulary explicitly and revisit it so pupils can speak and write with increasing religious accuracy.
- Give pupils frequent direct engagement with Scripture and help them read texts with increasing sophistication.
- Use questioning, discussion, art, music, drama, writing and reflective activities where these deepen understanding rather than distract from the intended RE learning.
- Make purposeful links to the liturgical year, prayer and liturgy, Catholic Social Teaching and the Catholic life and mission of St Peter's.
- Provide opportunities for pupils to explain, justify, compare, interpret, discern and respond, not simply recall facts.
- Adapt teaching and resources so pupils with SEND can access the same ambitious curriculum.

11. Other religions and worldviews

The study of other religions and worldviews is an integral part of the RED rather than a separate add-on. It is particularly developed through the Dialogue and Encounter lenses and Branch 6. Pupils learn about religious diversity accurately and respectfully, develop appropriate vocabulary, notice similarities and differences without blurring distinct beliefs, and understand the Catholic commitment to dialogue and the dignity of every human person.

The precise religions and worldviews studied in each year group are set out in the school's long-term curriculum plan and Lighting the Path / diocesan planning. This is reviewed to ensure progression, appropriate depth and relevance to the school and wider community.

12. Assessment, recording and reporting

Assessment in RE is rooted in the expected outcomes of the RED. Teachers assess what pupils know, understand and can do in relation to the curriculum content and the Ways of Knowing, using evidence gathered naturally through teaching.

- Formative assessment is ongoing through questioning, discussion, retrieval, observation and review of pupils' work.
- Key pieces of learning are used to support summative judgements and moderation.
- Teachers maintain appropriate records of pupil attainment and progress in line with the school's assessment system.
- Internal moderation takes place regularly so that expectations are consistent across classes and phases.
- The RE Lead monitors standards through work scrutiny, pupil voice, learning walks, planning review and, where appropriate, lesson visits.
- Progress and achievement are reported to governors and to parents/carers through the school's established reporting arrangements.

13. Inclusion and equality

St Peter's is committed to ensuring that all pupils can access high-quality Religious Education. Teaching is adapted appropriately for pupils with SEND, pupils who are new to English, pupils with differing levels of prior knowledge and pupils who require additional challenge.

Pupils of other faiths or no faith are welcomed fully into RE lessons. The academic study of Catholic Christianity is distinct from an expectation of personal belief; pupils are encouraged to engage respectfully, ask questions and give thoughtful responses from their own standpoint.

14. Monitoring and subject leadership

The RE Lead, Helen Sullivan, has responsibility for leading, managing and supporting Religious Education. Monitoring is undertaken to improve provision and outcomes and may include:

- review of curriculum planning and coverage of RED outcomes;
- work scrutiny and moderation;
- learning walks and lesson visits;
- discussion with pupils about what they know, remember and understand;
- support, coaching and professional development for staff;
- review of assessment information and progress across groups;
- liaison with the Headteacher, Faith Governor and Diocese of Salford Department for Education.

The designated Faith Governor, Mrs Ann Goy, supports strategic oversight of Catholic life and Religious Education in partnership with school leaders.

15. The role of the RE Lead

- Ensure the RED is implemented securely and progressively across Reception to Year 6.
- Lead the implementation and development of Lighting the Path, including the transition to newly published Key Stage 2 materials during 2026/27.
- Ensure diocesan RED resources are used appropriately where an OUP branch is awaiting publication.
- Support staff subject knowledge, planning, pedagogy and assessment through training and coaching.
- Monitor the quality of teaching, learning, curriculum coverage and pupil outcomes.
- Coordinate moderation and maintain examples of work that illustrate standards and progression.
- Manage RE resources and advise on priorities for curriculum development.
- Attend diocesan RE leader meetings and relevant professional development and communicate updates to staff and governors.
- Keep abreast of the Catholic Schools Inspectorate framework and diocesan expectations.
- Communicate with parents, governors, parish and the wider community about RE where appropriate.
- Review RE provision as part of the school improvement cycle.

16. Professional development

Because the RED and Lighting the Path represent a significant curriculum development, staff training is an ongoing priority. St Peter's will make use of Diocese of Salford CPD, Oxford University Press support and in-school development to strengthen subject knowledge, biblical literacy, assessment and confidence in teaching the RED.

17. Policy monitoring and review

This policy will be monitored by the Headteacher and RE Lead and reviewed annually during the implementation phase of the RED and Lighting the Path, or sooner if national or diocesan guidance changes. Governors will receive appropriate updates on implementation, standards and next steps.

Appendix 1 – Lighting the Path implementation note for 2026/27

St Peter's is committed to full implementation of the RED from September 2026. The Diocese of Salford has strongly encouraged the Oxford University Press Lighting the Path resource and has provided year-group training and supporting materials. The OUP Key Stage 2 resource is being released in stages during 2026/27.

Point in implementation	St Peter's approach
By September 2026	EYFS/KS1 Lighting the Path available across all six branches; KS2 Branches 1–2 available.
Autumn 2026	KS2 Branches 3–4 scheduled for publication during the autumn term.
Spring 2027	KS2 Branches 5–6 scheduled for publication.
Interim arrangement	Where an OUP KS2 branch is awaiting publication, the corresponding Diocese of Salford RED materials will be used to preserve full RED coverage and progression.

Appendix 2 – Key references

- Catholic Bishops' Conference of England and Wales – Religious Education Directory: To Know You More Clearly.
- Diocese of Salford Department for Education – Primary Religious Education guidance, training and RED implementation materials.
- Oxford University Press – Source to Summit: Lighting the Path.